Unit 5 Week 3	***Puddle Pail Read Aloud***	**Standards:** ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3 ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2 ELA.RL.LTC.PS.1

Materials:	***Vocabulary:***
• *The Puddle Pail* by Elisa Kleven	• **Blackberries:** small, sweet fruits grown on bushes • **Collection**: a group of things that are alike in some way and have been gathered and saved • **Diamonds:** shapes with four equal sides; also called a rhombus • **Pail**: a bucket with a handle used to carry things • **Puddle:** a pool of water on the ground • **Reflection**: an image formed by something shiny • **Seashells**: the hard shells of sea animals such as clams and snails • **Shadow**: a dark area caused by an object blocking light • **Squares**: shapes with four equal sides and angles • **Starfish**: star-shaped sea animals also known as sea stars • **Striped**: having lines or bands of color

First Read:

Children will:.

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.

- Provide comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. "I'm thinking…."

"Today's book is a new one. The book's title is *The Puddle Pail."* "The author of this story is Elisa Kleven. And, in addition to writing the words for the story, Ms. Kleven also created the illustrations. She is a familiar author...she wrote and illustrated *Hooray a Pinata* too." "This is a story about two crocodile brothers…. Sol and Ernst. One day, they went to the beach, carrying their ***pails***. But then the brothers argued about what to do with their ***pails***...they both had very different ideas...let's read the story and find out what happens."	*Underline title the words and linger with finger under each 'P', as you begin to pronounce both Puddle and Pail.* *Underline both words in her name, as you read them.* *Introduce main characters. Point to each crocodile: Sol (green croc) and Ernst (blue croc) Introduce story problem.*
"...Ernst, a young blue crocodile and his big green brother Sol… ...I'm going to fill my pail with ***shells***."	*p.1 Point to each character as you read* *Point to shells.*
"You ought to start a ***collection*** Ernst... A ***collection*** is a group of things that are alike in some way and have been gathered and saved like Sols rocks and feathers."	*pgs. 3-4 Point to rocks, feathers & string*
"Ernst wanted to ***collect*** the ***puddle***--the water on the ground."	*pgs. 9-10*
"Ernst thought the ***puddles*** were purple, ***striped***, and flowered because he saw ***reflections*** of the purple house, the red ***striped*** fence, and the flowers on the tree."	*pgs. 13-16 Comprehension aside: point to each as you read*
"Twelve seashells, eight feathers, nineteen little rocks…"	*p. 21 Point to sea shells, feathers, rocks, seaweed, marble, nutshell and dinosaur as you read.*

"When night fell, stars collected in the puddle pail…"	*p.26 Point to the night sky then to the sky's reflection in the pail*
"Ernst used the water from his ***puddle pail*** to create a ***collection*** of paintings of all the ***reflections*** he had seen."	*p. 30*

Discussion Questions(s):

- Why does Ernst want to collect puddles?
- How did Sol feel when Ernst said he was going to collect puddles? How did you know?

Second Read

Children will:

- Demonstrate increased level of sustained and focused engagement
- Show a steady increase in the number of words in listening vocabulary
- Develop understanding of main events

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

"We have read this story once before. So we remember that the story's title is...*The Puddle Pail*. The author is Elisa Kleven, and she is also the illustrator, who created the pictures." "Here are the crocodile brothers Sol and Ernst. Sol looks happy to be ***collecting***- gathering, colorful things but Ernst looks sad that he doesn't know what to ***collect***. Let's read the story again."	*Pause before reading the title so that children can chime in. Underline the title while reading it.* *Turn to page 11-12 to reorient children to story. Point to each character as you name them.*
"Ernst can't ***collect*** the stars in the sky because they are far away. I think he doesn't want to ***collect starfish*** because they are animals and they are alive and need to live in the ocean."	*p. 7 Comprehension aside*
"Ernst wanted to ***collect*** the ***puddle*** because he	*pgs. 9-10 Comprehension aside*

liked the sky's ***reflection*** in it. The puddle's surface is smooth like a mirror so it reflects the image of the sky. "	
"Sol still didn't understand why Ernst wanted to have a ***puddle collection***. Sol said it was ***weird***--unusual--because he had never seen a ***puddle collection*** before."	*p. 18*
"The butterfly is blocking the sun and casting a butterfly shaped ***shadow*** on the water as it flies by."	*Pgs.31-32 Comprehension aside*
"…..-with sweet juicy ***blackberries***-growing on the bushes."	*Pg.33 point to fruit on bush*

Discussion Questions(s):

- Why did Sol say to Ernst that he would "go down to the beach by myself and collect *real* things"?
- Why did Sol think puddles weren't "real" things?
- What did Ernst think about Sol's ideas about what he could collect? How do you know?

Third Read:

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask/Answer questions for further understanding

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children's responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

"We have read this book together twice so we remember the title is…*The Puddle Pail*. Today we are going to talk about and retell the story together."	*Pause before reading the title for children to chime in.* *Use phrases such as "We remember…"*

	or "What is happening here?" while pointing to the action on the pages. Comments will mostly be in response to what the children say.
	p.2 Read page.
"What is happening here? What are Sol and Ernst talking about?" "Then Sol says, '***Collec***t something you really like...something that comes in all different sizes and colors and shapes. That way your ***collection*** will be interesting."	*Pgs.3-4*
"We remember what is happening here……."	*pgs.5-6*
"What is happening here?"	*pgs.7-8*
"Then Sol notices…" "But what did Ernst wish he could do?"	*pgs.9-10*
"And then what happened?" "...and what did Sol think of of about a ***puddle collection***?"	*pgs.11-12*
"What is happening here?"	*pgs.13-16*
"So Sol came back... " "And then what happened?"	*pgs.17-18*
	pgs.19-20
"...then what did he see…"	*pgs.21-22*
"We remember…..what happened when Ernst went to check on his pail?" "Then what did he do?"	*pgs.23-24*
	Pgs.25-26 Read page.

“Then what do they decide to collect?”	*pgs.27-29*

Discussion Questions(s):

- How are Ernst’s paintings in *The Puddle Pail* similar to or different from the Lion’s paintings in *Lion and the Little Red Bird*?
- Why do you think Sol and Ernst want to collect things?

Fourth Read:

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children, or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Questions(s):

- Do you have a collection? What would you like to collect and why?

Suggested Transition Activity **First Read**	**Literacy/Language Skills Supported**
Say: "I will use colors from *The Puddle Pail* to dismiss you." "If you are wearing something blue like the night sky you may…." "If you are wearing white like the clouds you may…" "If you are wearing something black like blackberries you may . . .." "If you are wearing pink like these stars you may…" "If you wearing green like these leaves you may…"	**<u>Direct</u>** -Category labels -Vocabulary support **<u>Indirect</u>** -exposure to well formed sentences

Suggested Transition Activity **Second Read**	**Literacy/Language Skills Supported**
Say: "I will dismiss you by the beginning sound in your name and the beginning sounds of words from *The Puddle Pail*." "If your name begins with /r/, like rainbow, you may…." "If your name begins with /b/, like butterfly, you may…." "If your name begins with /c/, like collect you may…" "If your name begins with /p/, like pail…"	**<u>Direct</u>** -Beginning sounds - vocabulary support **<u>Indirect</u>** -repeated exposure to well-formed sentences ("If your name begins….")

Suggested Transition Activity **Third Read**	**Literacy/Language Skills Supported**
Say: " I am going to dismiss you by calling the letter of your first name. I will use the first letter from words from *The Puddle Pail*. "If your name begins with the letter R like reflection, you may…" "If your name begins with the letter S like sand, you may…" "If your name begins with the letter F like feather, you may…" "If your name begins with the letter M like marble, you may…"	**<u>Direct</u>** -Letter ID -vocabulary support **<u>Indirect</u>** -repeated exposure to well-formed sentences

Suggested Transition Activity **Fourth Read**	**Literacy/Language Skills Supported**
Say: "I am going to dismiss you using shapes and patterns from the reflections in *The Puddle Pail*. " "If you are wearing something with star shapes you may…." "If you are wearing something with stripes like this puddle you may…" "If you are wearing something with squares you may…" "If you are wearing something with a rhombus (diamond) you may…" "If you are wearing something with a flower pattern like this puddle you may…"	**<u>Direct</u>** -geometric terms -vocabulary support **<u>Indirect</u>** -repeated exposure to well-formed sentences